

## St Michael's CE Infant School -Subject Descriptions

### English

During Key Stage 1 pupils learn to speak confidently and listen to what others have to say. They begin to read and write independently and with enthusiasm. They use language to explore their own experiences and imaginary worlds. The pupils' interest and pleasure in reading is developed as they learn to read confidently and independently. They focus on words and sentences and how they fit into whole texts. They work out the meaning of straightforward texts and express preferences. They learn to communicate meaning in narrative and non-fiction texts and begin to spell and punctuate correctly.

### Phonics

Our school follows the Read Write Inc Phonics Scheme in Early Years and Key Stage One.

### Mathematics

Mathematics equips pupils with a uniquely powerful set of tools to make sense of the world and solve problems. It is important in everyday life, most forms of employment, science, technology, medicine and effective decision-making.

In school, pupils develop their mathematical thinking through practical activities, investigation and exploration, demonstration and discussions that encourage children to explain their reasoning. They learn about numbers and the number system and they learn the language of mathematics.

Mathematics contributes to many subjects within the primary curriculum and opportunities will be sought to draw mathematical experience out of a wide range of activities. This will allow children to begin to use and apply mathematics in real contexts. As so many of the skills and concepts learnt in the daily mathematics lesson lend themselves to other subjects across the curriculum children are constantly applying their learning in different ways. For example, they apply their understanding of space, shape and measure to their art and design work. They interpret data in science and in project work, and they use number lines when they place events and people into correct periods of time.

### Science

Science is an integral part of modern culture; it stretches the imagination and creativity of young people and excites pupils' curiosity. Its challenges and scope are enormous. It is through science that pupils increase their understanding of the physical world, life processes and materials.

In science lessons we draw on what children already know and understand, we prompt them to observe and ask questions, begin to teach them to plan and carry out investigations, help them to use and record evidence and challenge them to draw conclusions. Children also have the opportunity to use and experiment with a range of scientific equipment. Children learn about scientific enquiry and they discuss science based issues that affect their own and others' lives.

### Computing

The modern world requires knowledge and skills that are constantly changing and the children need to understand information technology and be able to apply it to manage complex processes and also to solve problems. Therefore, computing is taught as a subject in its own right, and it is also to support learning across the curriculum. We are passionate about the benefits of using IT and believe in providing a variety of platforms for children to use including interactive whiteboards, laptop computers, digital cameras and digital microscopes. In computing lessons children learn about Internet Safety, using information technology to create digital content and programming.

### Design Technology

Design and technology prepares pupils to participate in very practical ways in a changing world. They are supported to generate ideas, design and make products and systems, and they test, reflect on, evaluate and amend their projects. Through DT children have opportunities to see themselves as inventors and they learn to be critical consumers and users. In DT children make plans and they communicate their ideas orally, in writing and through drawings and diagrams. To realise their designs they work with a range of tools and equipment and in the process they use a range of materials including paper, wood, plastics, fabrics and food. DT projects are usually linked to class and year group topics and themes.

### History

History fires pupils' curiosity about the past. Children begin by considering the passing of time and the order of events in the context of their own lives and the lives of the people nearest to them. As they move through the school they extend the breadth of enquires to local and national subjects. Stimulated by artefacts, pictures, written records and stories children are encouraged to ask questions and look for explanations. They seek and use evidence to build up accounts of events and lives, and in the process they learn to distinguish between facts and opinions. Teachers draw on a range of resources including visits to places of historical interest to enhance children's knowledge and understanding. Local visits, role play and museum trips support the children's learning of history.

### Geography

Geography encourages children to examine the world around them both at a local and at a wider level. They learn about physical and human features of different places and consider why they change or stay the same. Children use maps, plans, photographs, books and ICT in the course of geographical studies and are encouraged to view these sources of evidence critically. They undertake research and gather evidence to help form their own opinions and challenge those of others.

### Religious Education and Worship (RE)

We are proud to be a Christian school and our routines reflect this. Religious Education, (R.E.) provokes challenging questions about the meaning and purpose of life, beliefs about God and oneself, and issues of right and wrong. It offers opportunities for personal development and it enhances pupils' understanding of different faiths, cultures, forms of worship and religious celebrations. It enables children to appreciate their own and others' beliefs and consider how these impact on individuals, cultures and societies. Our programmes of study for Religious Education are based on the Guildford Diocese 'Guidelines for Religious Education' and the document 'God at the Center'. The programmes ensure that the distinctiveness of Christianity and other religions is covered.

Children have the opportunity to participate in a daily act of worship which may be in the form of whole school or class assembly. The content and forms vary but children are given children time to sing, be reflective and pray if they wish. We celebrate the major Christian festivals and those of other world religions.

### Art and Design

Art and Design stimulates creativity and imagination and provides a unique way of understanding and responding to the world. We give children the opportunity to develop observational skills and imaginative compositions, to investigate different methods and materials, and to create art work through drawing, painting, printing, collage, textile work sculpture and the use of ICT. We also encourage them to explore and mix media. Children grow in skill and confidence as they develop control over tools and media. They evaluate their own work and comment on that of others, including the work of well-known artists and craftspeople. We want children to see themselves and members of our school as artists and so we celebrate and exhibit the art of all our school community.

### Music

Our music is taught through a combination of whole class lessons and whole school singing assemblies. Some of our music lessons link in with our curriculum theme, while some skills are taught in subject specific lessons.

### Physical Education (PE)

Physical Education is about pupils learning more about themselves, their bodies, their capabilities, their potential and their limitations. It is the foundation of all sports participation and involves learning how to work with and respect others. Pupils learn that physical exercise helps to keep them fit and healthy and through practical activities they grow in skill and confidence. Physical Education provides a wonderful context for co-operative work and team building. All children take part in P.E. lessons twice a week and during each academic year they will participate in dance, gymnastics, athletics and games. Children also have the opportunity to be taught by outside coaches and sports teachers where they learn new skills from professional sports people. There are also good opportunities in P.E. and other areas of the curriculum for children to take part in competitive events and also to work individually to challenge their own best efforts.

### Early Years Foundation Stage

At St Michael's CE Infant School the Reception children follow the Early Years Foundation Stage, which is the statutory curriculum for children from Birth to Five.

The Early Years Foundation Stage consists of seven areas:

The three Prime Areas are: Personal, Social and Emotional Development Physical Development Communication.

Other areas are: Literacy -reading and writing Mathematics Understanding of the World -early technology, science, history, geography, RE Expressive Arts and Design -early art, DT, music and creative subjects.

The curriculum is planned carefully to meet the needs and interests of the youngest children at our school. The children are supported to reach the next steps in their learning through exciting, play based activities. Outdoor learning is a particular feature of our setting: we go out in all weathers and are often to be found splashing in puddles on a rainy day!